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their treatment. Part III is a plea for the use of school premises in the evening for the entertainment and teaching of working girls and boys. The author's statement that his endeavor is "to furnish a complete outline which will make it unnecessary for the individual teacher to do much original work" seems over-optimistic.

*The Way to the Heart of the Pupil.* By HERMANN WEIMER. Translation by J. REMSEN BISHOP and ADOLPH NIEDERPRIEM. New York: Macmillan, 1913. Pp. 178.

The translators state in their preface that "there is afoot a subtly devised reactionary movement in educational experiment that concerns itself with the mechanical measurement of the results of the teacher's work." "This little book is a protest against mechanical methods in the general relationship of teacher and pupil." No leader can fail to be impressed by the sympathetic tone of the author. Parents would like to have their children in a school pervaded by such a personality. Some of the points treated are of value to all beginning teachers; some are less necessary in this country, e.g., the elaborate arguments against indiscriminate thrashing. Probably few, even of a "reactionary movement," would wish to revive intimidation on a general scale as an educational principle. In general the atmosphere of the book is, to some degree, that of a country which suffers from the formalism and conservatism often attendant upon the very excellence of administration and technic.

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*Backward and Feeble-Minded Children.* By E. B. HUEY. "Educational Psychology Monographs." Baltimore: Warwick & York, 1912. Pp. xii+213. \$1.40.

This little volume has for its purpose the delineation of the mental status of 35 cases of children who occupy a borderline position between normality and feeble-mindedness. The cases are chosen from the "brightest" children who could be found among the 1,300 inmates of the Lincoln State School and Colony. The author believes that this class of mentally deficient children is particularly worthy of study because of their great number, because of their peril to society due to the fact that they constitute a large proportion if not all of the instinctive criminals, and because they propagate their kind at a rapid rate if not prevented by some form of social institution.

The study is of value to students of mental deficiency and to all who have to deal with high-grade defectives in the schools, because of its full and clear presentation of a variety of typical cases. In this respect it supplements the statistical studies which give information regarding the ability of children of various grades of intelligence to pass certain tests by furnishing concrete pictures of individuals. These pictures give the reader a notion of the various types or forms by which the defect may be represented, for the author distinguishes ten types of cases. The most interesting distinction he makes is between children who are dull and those who are unstable. Among the latter group are some who are characterized by moral instability.

Besides the description of cases the author gives an introduction in which he discusses the classification of defectives and the terms used to describe them, and a chapter consisting of a syllabus for clinical examination.